

WILDER ELEMENTARY

975 S. Main Street
Sumter, SC 29154

GRADES K-5 Elementary School

ENROLLMENT 529 Students

PRINCIPAL Maria Newton-Ta'Bon 803-773-5723

SUPERINTENDENT Zona W. Jefferson, Ph D 803-469-8536

BOARD CHAIR Mr. Bobby L. Matthews 803-773-6080

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
7	54	32	0	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 19 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Average	Unsatisfactory	No
2004	Average	Unsatisfactory	Yes

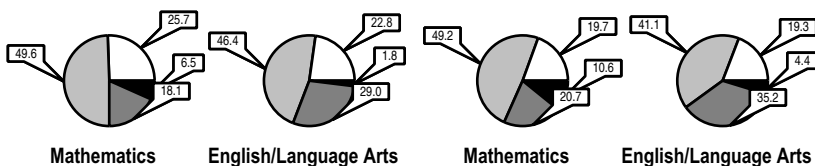
DEFINITIONS OF DISTRICT RATING TERMS

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.5%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts - State Performance Objective = 17.6%									
All Students	290	99.7	22.3	46.7	29.2	1.8	44.2	Yes	Yes
Gender									
Male	151	99.3	28.5	45.1	25.0	1.4	40.3		
Female	139	100.0	15.4	48.5	33.8	2.3	48.5		
Racial/Ethnic Group									
White	89	100.0	15.3	49.4	30.6	4.7	54.1	Yes	Yes
African-American	189	99.5	24.3	47.0	28.2	0.6	39.8	Yes	Yes
Asian/Pacific Islanders	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	244	100.0	20.5	47.4	29.9	2.1	46.2		
Disabled	46	97.8	32.5	42.5	25.0	0.0	32.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	290	99.7	22.3	46.7	29.2	1.8	44.2		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	99.7	21.1	47.4	29.6	1.9	44.8		
Socio-Economic Status									
Subsidized meals	173	100.0	25.8	48.5	25.8	0.0	35.0	Yes	Yes
Full-pay meals	117	99.2	17.1	44.1	34.2	4.5	57.7		

Mathematics - State Performance Objective = 15.5%									
All Students	290	99.7	24.8	50.0	18.6	6.6	38.7	Yes	Yes
Gender									
Male	151	99.3	29.2	50.7	13.9	6.3	32.6		
Female	139	100.0	20.0	49.2	23.8	6.9	45.4		
Racial/Ethnic Group									
White	89	100.0	8.2	43.5	36.5	11.8	60.0	Yes	Yes
African-American	189	99.5	32.6	53.0	10.5	3.9	29.3	Yes	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	9	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not disabled	244	100.0	19.7	54.3	18.8	7.3	40.6		
Disabled	46	97.8	55.0	25.0	17.5	2.5	27.5	I/S	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	290	99.7	24.8	50.0	18.6	6.6	38.7		
English Proficiency									
Limited English Proficient	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	282	99.7	24.4	50.0	18.9	6.7	39.3		
Socio-Economic Status									
Subsidized meals	173	100.0	34.4	49.7	11.7	4.3	30.7	Yes	Yes
Full-pay meals	117	99.2	10.8	50.5	28.8	9.9	50.5		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

		<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
English/Language Arts								
2003	Grade 3	84	100.0	16.7	38.5	39.7	5.1	44.9
	Grade 4	103	100.0	26.0	45.8	27.1	1.0	28.1
	Grade 5	113	96.5	35.0	54.0	10.0	1.0	11.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	98	100.0	13.8	43.6	40.4	2.1	42.6
	Grade 4	88	100.0	21.8	52.9	25.3	N/A	25.3
	Grade 5	110	99.0	32.4	49.0	15.7	2.9	18.6
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics								
2003	Grade 3	84	100.0	20.5	42.3	23.1	14.1	37.2
	Grade 4	103	100.0	14.6	54.2	22.9	8.3	31.3
	Grade 5	113	96.5	34.0	51.0	13.0	2.0	15.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2004	Grade 3	98	100.0	31.9	50.0	18.1	N/A	18.1
	Grade 4	88	100.0	21.8	48.3	17.2	12.6	29.9
	Grade 5	110	99.0	20.6	53.9	18.6	6.9	25.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 529)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	5.1%	Down from 6.1%	3.0%	2.7%
Attendance rate	98.9%	Up from 96.9%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.9%		4.9%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%		3.7%	3.5%
Eligible for gifted and talented	13.8%	Down from 19.4%	14.7%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	11.0%	Up from 10.3%	9.1%	8.2%
Older than usual for grade	5.7%	Up from 4.0%	0.9%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	Down from 0.4%	0.0%	0.0%

Teachers (n= 42)				
Teachers with advanced degrees	66.7%	Up from 58.5%	50.0%	51.4%
Continuing contract teachers	92.9%	Up from 92.7%	90.2%	87.5%
Highly qualified teachers**	97.4%	N/A	94.1%	95.0%
Teachers with emergency or provisional certificates	0.0%		0.0%	0.0%
Teachers returning from previous year	87.3%	Down from 90.0%	87.1%	86.7%
Teacher attendance rate	95.5%	Down from 95.7%	94.9%	94.9%
Average teacher salary	\$40,250	Up 2.6%	\$40,765	\$40,760
Prof. development days/teacher	6.3 days	Down from 18.1 days	12.4 days	12.4 days

School				
Principal's years at school	1.0	Down from 2.0	4.0	4.0
Student-teacher ratio in core subjects	14.4 to 1	Down from 19.3 to 1	19.2 to 1	18.9 to 1
Prime instructional time	93.7%	Up from 87.2%	89.8%	90.0%
Dollars spent per pupil*	\$6,067	Down 6.6%	\$5,819	\$6,044
Percent of expenditures for teacher salaries*	68.7%	Down from 70.1%	66.0%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	98.9%	Up from 94.1%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Good	N/A	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	92.4%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In our continued effort to improve student academic achievement, the instructional focus for the 2003-2004 school year was incorporating writing skills into all the content areas. The teachers continued to learn new methods aimed at teaching writing matched to the SC standards through district-sponsored workshops. Wilder Elementary school provided students with writing notebooks for the writer's workshops.

The PTA provided many opportunities for parents to become involved in our school programs. The PTA sponsored several events that included both parents and students, such as the Fall Festival and Santa's Secret Shop. Members of our community were included with our Veterans' Day, Career Day, One Hundredth Day Celebration that featured the involvement of 100 men from our community, and American Education Week activities. Workshops for parents covering academics as well as parenting skills were provided during the school day and evening.

The school district implemented Measures of Academic Progress (MAP). Based on the findings of MAP, WLD utilized a best practice of "differentiated instruction" to meet the diverse instructional needs of our students. WLD also utilized small group instruction in reading and math, literature circles, literacy groups, Reading Recovery, field trips, guest speakers and technology to assist in meeting the varied needs of our students.

On behalf of the faculty and staff, it is with great honor that we announce that Ms. Denise Christmas is the 2004-2005 Teacher of the Year. Ms. Christmas is a second grade teacher at Wilder Elementary School and we are proud to have her as our representative.

Maria Newton-Ta'Bon
Principal
Sue Belinski
SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	32	92	49
Percent satisfied with learning environment	90.3%	85.9%	81.6%
Percent satisfied with social and physical environment	100.0%	87.0%	91.7%
Percent satisfied with home-school relations	93.8%	88.0%	72.3%

*Only students at the highest elementary school grade level at this school and their parents were included.